

Citizenship/PSHE Progression of Skills

| <u>EYFS</u> | |
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| <u>Personal Social and Emotional Development</u> | <u>Understanding of the World</u> |
| <p>Nursery</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling. <p>Reception</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. | <p>Nursery</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Begin to understand the need to respect and care for the natural environment and all living things. • Continue to develop positive attitudes about the differences between people. <p>Reception</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise some environments that are different to the one in which they live. • Recognise that people have different beliefs and celebrate special times in different ways. |
| <u>Assessment of skills and Outcomes</u> | |
| <ul style="list-style-type: none"> • Can they try new activities and say why they like some more than others? Can they talk confidently in a familiar group? • Can they talk about their ideas and collect the resources that they need? Can they say when they do and do not need help? • Can they discuss how they and others show their feelings? • Can they talk about their own and other's behaviour and know which behaviour is unacceptable? • Can they work as part of a group or the class and follow the | <ul style="list-style-type: none"> • Can they talk about past and present events in their own lives and in the lives of family members? • Can they understand that other children do not always like the same things? • Can they understand the similarities and differences between themselves and others, among families, communities and traditions? • Can they understand the similarities and differences in relation to places, objects, materials and living things? |

rules?

- Can they adjust their behaviour to the situation and take a change in routine in their stride?
- Can they play co-operatively and take turns with others?
- Can they take other's ideas into account when organising an activity?
- Can they show sensitivity towards others and their feelings?
- Can they build positive relationships with adults and other children?

- Can they talk about the features of their own immediate environment and how environments vary from one another?
- Can they make observations of animals and plants and explain why some things occur, and talk about changes?
- Can they recognise that a range of technology is used in places such as school and home?
- Can they select and use technology for particular purposes?

Key Vocabulary

Like, dislike, love, happy, sad, angry, upset, scared, rules, friend, share, sorry, family, same, different, see, hear, smell, taste, feel.

| <u>Year 1</u> | | |
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| <u>Relationships</u> | <u>Living in the Wider World</u> | <u>Health and Wellbeing</u> |
| <ul style="list-style-type: none"> ● To understand the roles of different people and that there are different types of families. ● To understand they should feel cared for and care for others. ● To understand what privacy is and to seek permission for things. ● To understand that their behaviour affects others and how to be polite and respectful. | <ul style="list-style-type: none"> ● To understand what rules are and why we follow them. ● To know how to care for others and support their needs. ● To know how and why we care for the environment. ● To know how to use online services to communicate and do this safely. ● To know what your strengths and interests are. ● To know how this links to any jobs in your local community. ● To know what jobs are available. | <ul style="list-style-type: none"> ● To know how to keep healthy based on food and exercise. ● To understand some personal hygiene routines including sun safety. ● To recognise what makes them unique and special. ● To learn how to manage their emotions when things go wrong. ● To learn ways of keeping safe online. ● To understand how rules and age restrictions keep us safe (including online) |
| <u>Assessment of Skills and Outcomes</u> | | |
| <ul style="list-style-type: none"> ● Can they describe how families might be different? ● Can they identify how people care for them and how they care for the environment? ● Can they explain what privacy means and explain what they might need permission for? ● Can they describe how their behaviour might affect others and explain how they can be polite and respectful? ● Can they identify what the school and class rules are and why we have them? ● Can they identify how they might keep healthy with their body and mind? ● Can they identify simple hygiene routines? ● Can they describe what to do to keep safe online? | | |
| <u>Key Vocabulary</u> | | |
| Family, similar, different, polite, rules, privacy, respect, environment, healthy, hygiene, unique, special, feelings, love. | | |

| <u>Year 2</u> | | |
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| <u>Relationships</u> | <u>Living in the Wider World</u> | <u>Health and Wellbeing</u> |
| <ul style="list-style-type: none"> ● To understand ways to make friends. ● To understand what to do if they are feeling lonely and how to get help. ● To recognise behaviour that is hurtful. ● Recognise what is similar and different about ourselves. ● To understand what a secret is; when it is ok to keep or when it is necessary to share. ● Working and playing co-operatively. | <ul style="list-style-type: none"> ● To understand what it means to belong to a group. ● What are your roles and responsibilities? ● To know how we use the internet in everyday life. ● To understand what money is and how to look after it. | <ul style="list-style-type: none"> ● To understand why sleep is important. ● Keeping healthy; teeth and medicines including safety. ● To learn ways of managing your feelings and when to ask for help. ● Growing older; life stages. Including naming body parts. ● How to keep safe in different environments; keeping safe at home. ● Learning what to do in an emergency. ● Moving on to a new class/key stage and to know strategies to support this transition. |
| <u>Assessment of Skills and Outcomes</u> | | |
| <ul style="list-style-type: none"> ● Can they explain and show that family and friends should care for each other? ● Can they identify and respect the differences and similarities between people? ● Can they give examples when it would be necessary to share a secret? ● Can they describe what co-operation is and what it would look like? ● Can they explain what belonging is and how that might look? ● Can they describe the difference between a want and a need? ● Can they name the life stages and explain the changes that take place? ● Can they name the body parts using the correct names? ● Can they describe how to stay safe in different environments? | | |
| <u>Key Vocabulary</u> | | |
| Friendship, roles, lonely, secret, co-operate, belong, responsibility, money, male, female, penis, vagina, body part, emergency. | | |

| <u>Year 3</u> | | |
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| <u>Relationships</u> | <u>Living in the Wider World</u> | <u>Health and Wellbeing</u> |
| <ul style="list-style-type: none"> ● To understand what makes a family and to know what the features of a family life are. ● To understand personal boundaries and relate this to being able to safely respond to others. ● To understand the impact of hurtful behaviour. ● To be able to recognise respectful behaviour. ● To know how to be courteous and polite. ● To know the value and importance of self-respect. | <ul style="list-style-type: none"> ● To understand the value of rules and laws. ● To know about rights, freedom and responsibilities. ● To know how the internet is used and understand how to assess information online. ● To understand that different jobs require different skills. ● To understand job stereotypes. ● To be able to set their own personal goals. | <ul style="list-style-type: none"> ● To know how to make good choices about health and their habits. ● To know what affects theirs and others feelings and know how to express them. ● To identify their own strengths and achievements. ● To understand risks and hazards. ● To understand safety in their local environment and also in unfamiliar places. |
| <u>Assessment of Skills and Outcomes</u> | | |
| <ul style="list-style-type: none"> ● Can they recognise different family types? ● Can they explain what to do if someone is making them or someone else upset or worried? ● Can they describe what information is appropriate to share with different people? ● Can they describe how to keep themselves safe online? ● Can they explain how to be respectful towards others? ● Can they explain and describe the importance of rules and laws in wider society? ● Can they recognise and challenge gender stereotypes? ● Can they identify how their achievements and skills can be linked to future jobs? ● Can they explain what good choices can be made about their health and habits? ● Can they explain how to be safe in their local environment and how to identify risks in unfamiliar areas? | | |
| <u>Key Vocabulary</u> | | |
| <p>Relationship, single parent, same sex parents, step-parents, blended families, foster, adoptive, privacy, personal boundaries, gender, stereotypes, body part, penis, vagina.</p> | | |

| <u>Year 4</u> | | |
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| <u>Relationships</u> | <u>Living in the Wider World</u> | <u>Health and Wellbeing</u> |
| <ul style="list-style-type: none"> ● To understand what a positive friendship is including online friendships. ● To know how to respond to hurtful behaviour. ● To manage confidentiality including risks posed online. ● To be able to respect differences and similarities but also know how to discuss differences sensitively. | <ul style="list-style-type: none"> ● To understand what makes a community. ● To understand what a shared responsibility is. ● To know and understand how data is used and shared. ● To be able to make sensible decisions about money. ● To know how to use money safely and keep it safe. | <ul style="list-style-type: none"> ● To be able to maintain a balanced lifestyle including oral and dental hygiene. ● To know and understand what the physical and emotional changes of puberty are. ● To know which are the external genitalia and name them correctly. ● To know what their personal hygiene routines are. ● To know about medicines and household products including drugs common to everyday life |
| <u>Assessment of Skills and Outcomes</u> | | |
| <ul style="list-style-type: none"> ● Can they identify a positive friendship including ones online? ● Can they define confidentiality and explain when this may be required? ● Can they discuss matters sensitively? ● Can they describe how data might be used and or shared? ● To describe how to make good choices about money in a scenario given? ● Can they describe and maintain a balanced lifestyle and describe their own hygiene routines? ● Are they aware of puberty? ● Can they recognise the emotional and physical changes of puberty? ● Can they understand how the body changes throughout life? ● Can they describe and explain how to keep safe around medicines and everyday common drugs? | | |
| <u>Key Vocabulary</u> | | |
| Positive, relationship, confidentiality, sensitive, community, data, balanced, puberty, period, male, female, penis, vagina, vulva, medicine, drug. | | |

| <u>Year 5</u> | | |
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| <u>Relationships</u> | <u>Living in the Wider World</u> | <u>Health and Wellbeing</u> |
| <ul style="list-style-type: none"> ● To be able to manage their own friendships and understand peer influence. ● To understand which physical contact is acceptable and what they feel comfortable with. ● To be able to respond respectfully to a wide range of people. ● To recognise prejudice and discrimination. | <ul style="list-style-type: none"> ● To know how to protect the environment. ● To be able to show compassion for others. ● To know and understand how information online is targeted. ● To understand the roles and impact of different media types. ● To identify their job interests and aspirations. ● To understand what has influenced their career choice and explore workplace stereotypes. | <ul style="list-style-type: none"> ● To develop and understand healthy sleep habits. ● To understand the safety aspects around; the sun, medicines, vaccinations, immunisations and allergies. ● To recognise their own individuality and their qualities. ● To understand their mental well-being. ● To keep safe in different situations including; responding to emergencies, first aid and FGM. |
| <u>Assessment of Skills and Outcomes</u> | | |
| <ul style="list-style-type: none"> ● Can they identify strategies to manage peer influence and the need for peer approval? ● Can they recognise when a friendship makes them feel uncomfortable, worried or safe and when to seek support? ● Can they identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations? ● Can they explain that it is never their fault if they have experienced unacceptable touch? ● Can they ask for, give and not give permission for physical contact? ● Can they recognise and safely challenge discrimination? ● Can they show compassion for others, the environment and animals living there? ● Can they describe how the media can influence our job choices? ● Can they explain that someone's gender identity does not always correspond with their biological sex? ● Can they explain that FGM is against the British Law and know what to do if they think someone is at risk of FGM? | | |
| <u>Key Vocabulary</u> | | |
| <p>Friendship, peer influence, prejudice, discrimination, compassion, aspiration, stereotypes, male, female, sex, gender, individuality, emergency, FGM (female genital mutilation).</p> | | |

| <u>Year 6</u> | | |
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| <u>Relationships</u> | <u>Living in the Wider World</u> | <u>Health and Wellbeing</u> |
| <ul style="list-style-type: none"> ● To understand what attracts them to others. ● To understand romantic relationships, civil partnership and marriage. ● To be able to recognise and manage pressure. ● To understand consent in different situations. ● To be able to express their opinions and respect that of others. ● To be able to discuss topical issues respectfully. | <ul style="list-style-type: none"> ● To value diversity. ● To safely challenge discrimination and stereotypes. ● To be able to evaluate media sources and share things online safely. ● To understand influences and attitudes towards money. ● To have knowledge of money and financial risks. | <ul style="list-style-type: none"> ● To know what can affect mental health and how to take care of it. ● To know ways to manage change, loss and bereavement. ● Manage their own time online. ● To understand human reproduction and birth. ● To keep their personal information safe. ● Understand how to regulate themselves and make good choices. ● To understand how drug use relates to the law and media. |
| <u>Assessment of Skills and Outcomes</u> | | |
| <ul style="list-style-type: none"> ● Can they explain what it means to be attracted to someone and know the different kinds of loving relationships including a variety of couples? ● Can they explain the qualities of a healthy relationship including knowing ways that couples show their love and commitment to each other? ● Can they explain shared responsibility where pressure is put on someone to do something? ● Can they explain how to respond to pressure from others and how to manage it? Can they explain where to get support? ● Can they explain how to constructively challenge points of view they disagree with? ● Can they identify prejudice and discrimination and explain how to challenge this in a safe way? ● Can they explain the benefits of social media and also the risks and challenges of using social media? ● Can they explain how having or not having money can impact on someone's emotions? ● Can they also explain how money can be gained and lost? ● Can they identify what might have a negative impact on their mental health and how they might deal with that; also know what can be positive for their mental health? ● Can they understand what sexual intercourse is and consent? ● Can they explain how pregnancy occurs and how it can be prevented? | | |

- Can they describe the responsibilities of parents and carers including how having a baby can change someone's life?
- Can they explain and understand why people choose to use drugs, the law surrounding this and the impact it may have on someone's life?
- Can they explain how the media might impact or influence someone to make good or bad choices?

Key Vocabulary

Friendship, peer influence, prejudice, discrimination, compassion, aspiration, stereotypes, male, female, sex, gender, individuality, emergency, FGM (female genital mutilation).